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# DO 630 Wesley and Discipleship

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**DO 630**

**WESLEY AND DISCIPLESHIP**

**Fall 1998**

**Dr. Allan Coppedge**

**DO 630**  
**WESLEY AND DISCIPLESHIP**  
**Dr. Allan Coppedge**

**PURPOSE**

A study of Wesley's pastoral theology and his doctrine of the church in connection with his larger theology and the impact of these upon his practical ministry. A study of Wesley's ecclesiology provides the context for special attention to be given the societies, class and band meetings as the structure in early Methodism for spiritual formation and discipleship of believers during the eighteenth-century revival.

**RELATIONSHIP TO DO628, JOHN WESLEY'S THEOLOGY TODAY**

The study of Wesley's pastoral theology is designed to be a complement to the study of the rest of Wesley's theology. The course should be taken concurrently with the basic course on Wesley's Theology. This allows for Wesley's larger theological understanding of Christian truth to be the proper context for understanding the practical dimensions of his ministry.

**LEARNING GOALS**

1. To provide an introduction to the Wesley's pastoral theology and ecclesiology.
2. To understand the unique role of Wesley's class and band meetings as a part of the context for spiritual nurture during the eighteenth-century revival.
3. To understand the dynamics of Wesley's small groups as a context for the use of discipleship principles in spiritual formation.
4. To show the relationship between Wesley's larger theology (particularly his doctrines of God, grace, soteriology, and Christian perfection) and the practical work of his ministry in the spiritual lives of early Methodists.
5. To see some practical implications from Wesley's theology and practice for the church in our own day.

**TEXTBOOKS**

John Telford, Wesley's Veterans, vols. III, V.

"The Methodist Societies: History, Nature, and Design," ed. Rupert Davies, Works of John Wesley, vol. 9, (Bicentennial edition).

Michael Henderson, John Wesley's Class Meeting.

Robert Coleman, Nothing To Do But Save Souls

## REQUIREMENTS

1. Complete required reading. Please keep a record of your reading hours.  
A collateral chart (included in syllabus) is to be kept which should include a record of the number of hours studied will determine the grade options available to the student for the entire course. To be eligible for:  
    “A” = a total of least 26 hours should be spent over the term.  
    “B” = at least 23 hours per term.  
    “C” = at least 20 hours per term.  
At least 18 hours per term is required for a passing grade.
2. Compile from your reading a set of teaching materials for an adult class in a local church interested in Wesley and discipleship. It should include detailed notes for teaching on:
  - a. Wesley’s understanding of the church
  - b. the place of the society
  - c. the role and organization of class and band meetings
  - d. Wesley’s training and use of leaders.
3. A short (5-6 pages) reflective paper on the relationship of Wesley’s doctrine of God to his pastoral theology.

## Reading Schedule For Do 630

Each member of the class is expected to complete two hours per week of reading and taking notes from the assigned readings. That time will include taking notes and compiling teaching materials for a lay class on Wesleyan discipleship. The instructor will indicate which things on the reading schedule are priority items.

1. “Life of John Nelson,” Wesley’s Veterans, vol. 3.
2. “The Methodist’s Societies: History, Nature, and Design,” ed. by Rupert Davies, Works of John Wesley, vol. 9 (Bicentennial edition).
  - Introduction
  - The nature, design and general rules of the united societies.
  - Rules of the band societies.
  - Advice of the people called Methodists.
  - Reasons against separation from the Church of England. To be read with appendix C.
    - Ought we separate from the Church of England?
  - The Methodist preaching houses, pp. 504-516.
  - Modern Christianity: exemplified at Wednesbury.
  - The principles of a Methodist father explained.
3. “Life of Thomas Walsh,” Wesley’s Veterans, vol. 5.
4. Michael Henderson, John Wesley’s Class Meeting.
5. Robert Coleman, Nothing To Do But Save Souls.
6. Women in the class may wish to substitute for one of the biographies,  
Henry Moore, Life of Many Bosanquet or The Memoirs of Hester Ann Rogers.